

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions of the research derived from the findings and discussion. It elaborates the conclusions of the research, pedagogical implications and some recommendations with regard to the future research in the same field.

#### 5.1 Conclusions

As stated in Chapter I, the focus of the research is analyzing the descriptive texts within English textbook entitled “*Bahasa Inggris for Senior High School Grade X*” in order to investigate to what extent those descriptive texts meet the criteria regarding its purpose, schematic structure and linguistic features (in terms of Transitivity system). The descriptive texts were taken from the reading passages of four different chapters which focused on discussion of descriptive genre. In addition to the text analysis, the research employed a qualitative case study as its research design.

The findings revealed that three out of four texts (Text 1, Text 2 and Text 3) successfully met their criteria as descriptive text in terms of purpose and schematic structure. Those texts had all the structure of descriptive text, namely Identification and Description, which helped those texts achieve the purpose of the descriptive genre. One of those texts (Text 1) added a personal comment as its schematic structure. Meanwhile, the other two texts (Text 2 and Text 3) had no personal comment as their schematic structure. However, even without a personal comment element, those two texts were considered as a good model of descriptive text. On the other hand, the last text (Text 4) did not follow the purpose and schematic structure of descriptive text, it rather closely followed the purpose and schematic structure of explanation text. Consequently, Text 4 had Phenomenon Identification and Explanation Sequence as its schematic structure.

Moreover, regarding linguistic features, the findings showed two out of four texts had no relevant linguistic features to descriptive text; those were Text 2

and Text 4. Experientially, linguistic features analysis of Text 2 showed that this text applied material processes more often than relational processes, in which the predominant occurrence of material processes is one of the linguistic features of a recount text. This text also lacked of reference to the main topic, which made the readers have a difficulty reading this text. In the case of Text 4, it had material process and relational process as the predominant processes, in which it made this text successfully follow the linguistic features of explanation genre rather than descriptive text. On the other hand, Text 1 and Text 3 had relational process as their predominant process, used simple present tense and also focused on specific participant. Those linguistic features were in line with the linguistic features of the descriptive text. So, it can be concluded Text 1 and Text 3 had met its criteria as descriptive text.

To sum up, in terms of purpose and schematic structure, Text 1, Text 2 and Text 3 in the textbook had fulfilled the criteria as descriptive text. However, in terms of linguistic features, only Text 1 and Text 3 successfully followed the linguistic features of descriptive text. As a result, it can be said that two of descriptive texts, Text 2 and Text 4, in English textbook entitled “Bahasa Inggris” were unsatisfactory in providing descriptive text as a model for teaching and learning processes, in which they did not satisfy the criteria of descriptive text.

### **5.3 Pedagogical Implications**

The result of the study can be used to inform the teachers who use the textbook entitled “Bahasa Inggris for X Grade Student of Senior High School” to what extent the descriptive texts in that textbook meet its criteria. The findings also help the teacher to develop the teaching material. Besides, it may also encourage teachers to be more selective in select teaching material.

### **5.2 Recommendations**

Based on the findings and the discussions, there are some recommendations for teachers and further researchers in the SFL analysis of descriptive text in the textbook.

For teachers, they are encouraged to be more aware to schematic structure and processes applied in the text and they should be more selective in providing a text as a model in teaching and learning English. It is because what students read in textbook will later be applied in their learning process. Moreover, teachers should make sure that the texts in the textbook used for teaching and learning activities are relevant to the criteria of the texts themselves and also with their students' ability. In order to investigate to what extent the texts meet their criteria, teachers can use Systemic Functional Linguistics framework analysis, particularly on Transitivity system. This system of analysis is used to reveal processes used in the texts and the overall meaning of the texts themselves. To some extent it can also reveal the complexity of the texts. Additionally, in terms of teaching descriptive, it is better for teacher to provide a model of descriptive text which consists of personal comment.

Furthermore, for further researchers, the research only focuses on the analysis of schematic structure, general linguistic features and Transitivity system of descriptive text. Thus, it is recommended for further studies the analysis to involve the logical meaning or conjunction system analysis to complete the ideational metafunction analysis. Moreover, it would be even better to analyze all the metafunction to attain complete depiction of meaning within descriptive text.